DOCUMENT RESUME

ED 457 966 PS 029 791

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SPONS AGENCY	Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE	2000-00-00
NOTE	71p.; For the Spanish version of the guide and transparencies, see PS 029 790. The 10-minute videotape is not available from ERIC.
AVAILABLE FROM	HSIPC, Order Fulfillment Department, P.O. Box 26417, Alexandria, VA 22313-0417 (guide, transparencies, 10-minute videotape, $5). Tel: 703-683-2878; Fax: 703-683-5769; e-mail: puborder@headstartinfo.org; Web site: http://www.headstartinfor.org.
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ABSTRACT

Since 1975, the Head Start Program Performance Standards have defined the services that local programs are required to provide to enrolled children and families. With revisions effective in 1998, the Program Performance Standards translate the Head Start vision into quality practices implemented at the local level. This document is comprised of a user's guide and four "Nurturing the Promise" multimedia materials to be used in igniting a renewed commitment to quality within the Head Start community, increasing skills and quality in the service areas, and creating a community in which organizations see themselves as members of a local team. The user's guide provides general information and discussion points for training, and suggestions on how to use the materials to develop or expand collaborative partnerships with public and private agencies in the community and at the state and national levels. The guide contains the following sections: "Introduction"; "Overview of the 'Nurturing the Promise' Materials"; "Using the 'Nurturing the Promise' Materials"; and "Related Training Resources." The brochure provides a general introduction to Head Start and the Program Performance Standards and includes the address and phone number of each regional office, and the American Indian Program Branch and Migrant Program Branch. The accompanying wall chart is designed to reinforce the performance standards and serves as a quick reference tool to the standard content. Transparencies are included to support training on implementing the performance standards and contain an introduction to the standards, a table of contents, the contents of each section, major topics in each section, and relevant cross-references. The videotape illustrates the comprehensive approach and key principles of Head Start. It is designed to encourage a discussion on the opportunities and challenges in implementing the revised

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Head Start Performance Standards and features four stories of Head Start children, families, staff, and communities working together. (KB)

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Set of Training Materials on the Head Start Program Performance Standards. User's Guide
[and]
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Set of Training Materials on the Head Start Program Performance Standards

User's Guide

2A

Preface

This guide is designed to assist individuals in using *Nurturing the Promise* materials effectively across audiences within the Head Start community. The guide provides general information and discussion points for training, and suggestions on how to use the materials to develop or expand collaborative partnerships with public and private agencies in the community and at the state and national levels.

The guide contains the following sections:

- Introduction;
- Overview of the *Nurturing the Promise* materials;
- Using the *Nurturing the Promise* materials; and
- Related training resources.

Introduction

Since 1975, the Head Start Program Performance Standards have defined the services that local programs are required to provide to enrolled children and families. The Program Performance Standards translate the Head Start vision into quality practices implemented at the community level.

The 1993 Head Start Advisory Committee on Quality and Expansion recommended that the Program Performance Standards be revised to respond to the changing needs of children, families, and communities. After extensive consultation, Head Start has revised its Program Performance Standards and added new standards for services to pregnant women, infants, and toddlers and for providing family literacy and transition services. These standards are effective January 1, 1998.

To help the Head Start community gain a better understanding of the Program Performance Standards, the Head Start Bureau has created a set of multimedia materials entitled *Nurturing the Promise*, consisting of a video, a brochure, a wall chart, a set of transparencies, and this guide. They were developed to assist grantees, delegate agencies, families, community representatives, and other key stakeholders in planning, developing, and implementing quality Head Start services for low-income

children and their families in ways that meet the Performance Standards.

As grantees and delegate agencies implement the Head Start Program Performance Standards, the Head Start Bureau encourages local agencies to focus both on the revised standards themselves, and on developing a comprehensive plan for achieving high quality child and family services. The *Nurturing the Promise* materials have been designed to help programs achieve these goals.

The specific objectives of the *Nurturing the Promise* materials are to:

(1) affirm and respect the history and culture of Head Start and ignite a renewed commitment to quality within the Head Start community, including grantee and delegate agency staff, governing bodies, Policy Councils, Policy Committees, Parent Committees, community partners and collaborating agencies, Federal staff, and training and technical assistance providers;

(2) increase skills and quality in the service areas required by the Head Start Program Performance Standards for providing quality services to children and families; and

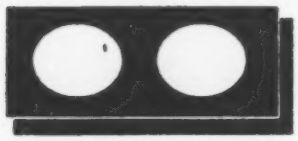
(3) create a community in which organizations see themselves, along with Head Start staff and families, as members of a local team.

Programs implementing the Head Start Program Performance Standards may establish or expand linkages with agencies and advocates from other programs that directly or indirectly impact the children and families enrolled in Head Start and/or offer complementary sources of funding. These may include:

- State or local public agencies, nonprofit private agencies and community-based organizations with experience in administering service programs for children and families;
- Representatives of rural communities, migrant families, Indian tribes, and other groups where the need for family support is high;
- Parent groups, family members of children with disabilities, foster and adoptive parents, and others;
- State and local agencies administering Federal and Federally-assisted programs in the areas of health, mental health, substance abuse prevention and treatment, adult education, child development, child care, early childhood education, nutrition, housing, income support, and job training; and
- Members of the business and civic communities with an interest in child and family issues.

Overview of the *Nurturing the Promise* Materials

The *Nurturing the Promise* set of multimedia materials includes the following products: a videotape, a brochure, a wall chart, and a set of color transparencies. These materials are described next.



Videotape

Goal—To illustrate the comprehensive approach and key principles of Head Start, encourage a discussion on the opportunities and challenges in the implementation of the revised Head Start Program Performance Standards, and motivate audiences to identify ways to work together for quality services for children and families.

Overview—The *Nurturing the Promise* video contains four stories of Head Start children, families, staff, and communities working together. The message of the video is clear: to help children and their families develop social competence, Head Start programs use a comprehensive, integrated team approach that is responsive and appropriate to each individual child and family. The video highlights how Head Start makes a difference in the lives of children, staff, families, and communities. It demonstrates key opportunities and possible outcomes offered by the program.

Intended Audience—The video is designed for a broad audience, including staff, governing bodies, Policy Councils, Policy Committees, community partners, collaborating agencies, Federal staff, training and technical assistance providers, and others interested in learning about Head Start.

Brochure

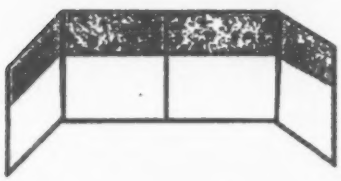
Goal—To provide a general introduction to Head Start and to the Head Start Program Performance Standards.

Overview—The brochure includes a brief history of Head Start, highlighting its comprehensive services. It provides an overview of the process through which the Head Start Program Performance Standards were revised, including a few examples of program requirements. In addition, the brochure includes the address and phone number of each regional office, and the American Indian Programs Branch and Migrant Programs Branch.

Intended Audience—The brochure is designed for many audiences, from people who are not familiar with Head Start, such as community leaders, event organizers and sponsors, journalists, newscasters, and librarians, to those who are knowledgeable about the program, including

parents, child welfare staff, community-based agencies, educators, and child care providers.

Logo—The building blocks of the Head Start logo are a metaphor for the development and growth of children through Head Start family and community partnerships. The red and white stripes represent the American flag, and the arrow, printed on a blue background, symbolizes upward movement for families.



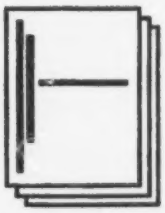
Wall Chart

Goal—To reinforce the Head Start Program Performance Standards and serve as a quick reference tool to the contents of the standards.

Overview—The wall chart contains the Table of Contents of the Head Start Program Performance Standards, including the following sections: 1304—Program Performance Standards for the Operation of Head Start Programs by Grantee and Delegate Agencies; 1301—Head Start Grants Administration; 1302—Policies and Procedures for Selection, Initial Funding and Refunding of Head Start Grantees, and for Selection of Replacement Grantees; 1303—Appeal Procedures for Head Start Grantees and Current and Prospective

Delegate Agencies; 1305—Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start; 1306—Head Start Staffing Requirements and Program Options; and 1308—Head Start Program Performance Standards on Services for Children with Disabilities. The chart provides highlights and new terms within each section, as well as a list of resources to support training on the implementation of the Head Start Program Performance Standards.

Intended Audience—The wall chart is a quick reference tool designed for Head Start staff, as well as other agencies in the community providing services to young children and their families, including child care providers, community health clinics, and Women Infants and Children (WIC) programs, which are familiar with the Program Performance Standards. The chart may be displayed in family child care homes, schools, community centers, child care facilities, and in the work settings of collaborating agencies and organizations at the local, state, regional, and national levels.



Transparencies

Goal—To support training on the implementation of the Head Start Program Performance Standards.

Overview—The set of color transparencies can assist individuals conducting training on the implementation of the Program Performance Standards. The transparencies include: a brief introduction to the Head Start Program Performance Standards, a table of contents, the contents of each section, major topics in each section, and relevant cross-references.

Intended Audience—Head Start staff at all levels; Policy Council, Policy Committee, Parent Committee, and governing body members; families of children enrolled in the program; Child Development Associate trainees; and staff in other agencies in the community interested in improving the quality of their programs to meet Head Start Program Performance Standards.

Level of Experience of Presenter—Experienced staff or trainers who are knowledgeable about the Head Start Program Performance Standards and are familiar with these materials.

Use of the *Nurturing the Promise* Multimedia Materials

The *Nurturing the Promise* materials may be used individually for communicating the Head Start message, or in a series, to support or enhance training and community building, and to assist in the development of specific training plans and actions.

The following are a few more specific suggestions on when and how the multimedia materials might be used:

- to provide orientation and training to parents to ensure that they have all the information and support they need to be full participants;
- to help develop and expand the staff's vision of a comprehensive system of supports and services for children and families;
- to inspire staff, families, and community partners by celebrating the difference Head Start makes in the lives of children and families and exploring how its services provide opportunities which lead to substantive change;
- to empower staff to take ownership of the action plan so that quality improvement becomes a long-term strategy rather than a "quick fix" solution;
- to present a basic understanding of Head Start and its philosophy, history, and goals; including the

active involvement of families, community representatives, and other agencies and key leaders in the community.

- to demonstrate the practice of using multiple funding sources so that Head Start may be more responsive to the specific needs of children and families in the community;
- to inform and engage members of the business and civic communities with an interest in child and family issues;
- to illustrate the strategies of grantees and the philosophy of the Head Start program to state legislators, state and local agencies and representatives of professional and advocacy organizations;
- to provide information to schools and other agencies working with children with disabilities to encourage them to pool resources across agencies to achieve common goals;
- to work with community representatives to ensure quality, improve coordination and linkages among existing service providers, and remove barriers to families' access to services;
- to engage key leaders of the community in Head Start; and
- to prioritize goals and objectives for the implementation of the Head Start Program Performance Standards.

Related Training Resources

The *Nurturing the Promise* materials are part of a larger collection of materials that are available to the Head Start community for the successful implementation of the Head Start Program Performance Standards. These materials include:

Head Start Regulations and Guidance. CFR Part 1304 and 1308, along with their respective guidance, and CFR Part 1301, 1302, 1303, 1305, and 1306 are compiled into one set and include a comprehensive index. This set is available in English and Spanish.

Revisit and Renew: Supporting Implementation of the Revised Head Start Program Performance Standards. Head Start Bureau. A compilation of implementation strategies generated by Federal staff, local Head Start program staff, parents and members of the Training and Technical Assistance Network, at a meeting held in November 1996, in Bethesda, MD.

Training Guides for the Head Start Learning Community. Head Start Bureau. A variety of training guides to help Head Start staff, parents and volunteers enhance their skills in providing quality services to children and families. Forty guides are scheduled for publication. Topics include: communicating with parents, building supportive communities, and including children with disabilities in Head Start.

Linking Our Voices. Head Start Bureau. A video-based training program for Head Start Policy Councils. Included is a 22-minute video, which may be used with parents, governing bodies, staff and community groups; and four comprehensive modules for more in-depth training.

Materials are available from:

Head Start Publications Management Center
P.O. Box 1182
Washington, DC 20013
fax: (703) 683-5769
e-mail: HSPMC6@idt.net

Head Start Web Site

http:www.acf.dhhs.gov/programs/hsb/

The Head Start web site is directed to everyone who has an interest in the Head Start program, and is intended to improve access to resources and communications within the Head Start community. The site includes information on programs, current initiatives and efforts, and the training and technical assistance regional network. In addition, it provides access to the national Head Start Bulletin Board system, a resource library, a list of grantees, and the Head Start research and evaluation home page.

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NURTURING THE PROMISE

Head Start

PROGRAM
PERFORMANCE
STANDARD

HEAD START NATIONAL OFFICE

Administration for Children and Families
Head Start Bureau
P.O. Box 1182
Washington, DC 20013
202-205-8572

American Indian Programs
Head Start Bureau
P.O. Box 1182
Washington, DC 20013
202-205-8437

Migrant Programs
Head Start Bureau
P.O. Box 1182
Washington, DC 20013
202-205-8455

HEAD START REGIONAL OFFICES

REGION I

Administration for Children and Families
Head Start
JFK Federal Building
Room 2000
Boston, Massachusetts 02203
(CT, MA, ME, NH, RI, VT)
617-565-1128

REGION II

Administration for Children and Families
Head Start
Federal Building, Room 1243
26 Federal Plaza
New York, New York 10278
(NJ, NY, PR, VI)
212-264-2974

REGION III

Administration for Children and Families
Head Start
Gateway Building
3535 Market Street
Room 5450
Philadelphia, Pennsylvania 19104
(DC, DE, MD, PA, VA, WV)
215-596-1224

REGION IV

Administration for Children and Families
Head Start
101 Marietta Tower
Suite 821
Atlanta, Georgia 30323
(AL, FL, GA, KY, MS, NC, SC, TN)
404-588-5800

REGION V

Administration for Children and Families
Head Start
105 West Adams, 21st Floor
Chicago, Illinois 60603
(IL, IN, MI, MN, OH, WI)
312-353-8322

REGION VI

Administration for Children and Families
Head Start
1200 Main Tower Building
Room 1050
Dallas, Texas 75202
(AR, LA, NM, OK, TX)
214-767-4090

REGION VII

Administration for Children and Families
Head Start
Federal Office Building
601 East 12th Street
Room 276
Kansas City, Missouri 64106
(IA, KS, MO, NE)
816-426-3981

REGION VIII

Administration for Children and Families
Head Start
Federal Office Building
1961 Stout Street, Room 1194
Denver, Colorado 80294
(CO, MT, ND, SD, UT, WY)
303-844-3100 x329

REGION IX

Administration for Children and Families
Head Start
50 United Nations Plaza
Room 450
San Francisco, California 94102
(AZ, CA, HI, NV, American Samoa, Guam, Palau)
415-437-8481

REGION X

Administration for Children and Families
Head Start
2201 Sixth Avenue, Suite 600
Seattle, Washington 98121-1827
(AL, ID, OR, WA)
206-615-2557

About the logo

The building blocks in our logo are a metaphor for the development and growth of children through Head Start family and community partnerships. The red and white stripes represent the American flag, the arrow, printed on a blue background, symbolizes upward movement for families.

20

21

Since 1965, Head Start has nurtured the promise of a better future for low-income children and their families. Through 1996, Head Start has served more than 15 million children and their families in all 50 states, the District of Columbia, Puerto Rico, and the U.S. territories.

Head Start has been a leader in providing services to children with disabilities, children of migrant workers, and Native American families.

Head Start's approach to services includes:

- a nurturing environment that supports the healthy growth and development of each child in the context of the child's family, culture, and community;
- parents as partners in the shared decision-making process and as active participants in policy groups; and
- recognition of the importance of strengthening linkages within communities.

HEAD START PROGRAM PERFORMANCE STANDARDS

Since 1975, the Head Start Program Performance Standards have defined the services that local programs are required to provide to enrolled children and families. The Program Performance Standards translate the Head Start vision into quality practices implemented at the local level.

The 1993 Head Start Advisory Committee on Quality and Expansion recommended that the Program Performance Standards be revised to respond better to the changing needs of children, families, and communities.

After a process of extensive consultation, Head Start has revised its Program Performance Standards and added new standards for services to pregnant women, infants, and toddlers and for providing family literacy and transition services. These standards are effective January 1, 1998.

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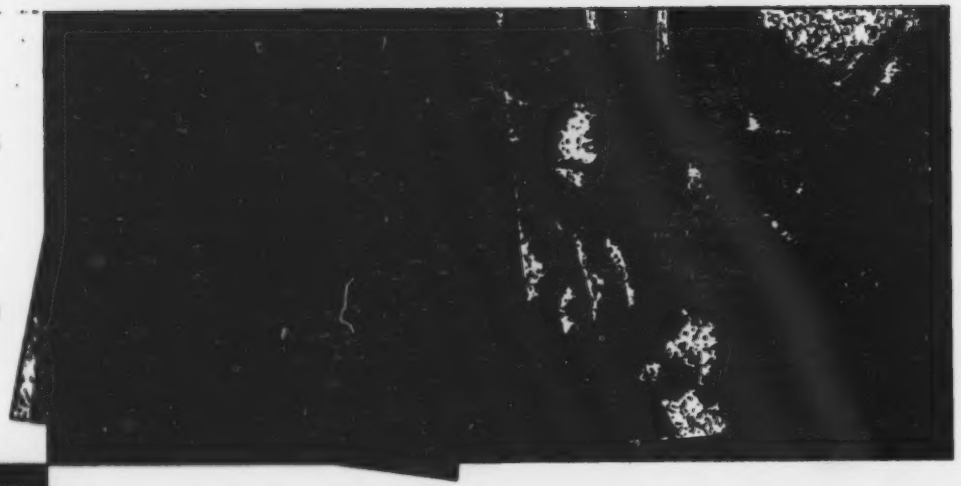
HOW ARE THE REVISED HEAD START PROGRAM PERFORMANCE STANDARDS DIFFERENT?

The following are a few highlights:

- **The Program Performance Standards have been reorganized into three major areas: Early Childhood Development and Health Services, Family and Community Partnerships, and Program Design and Management.**



- **The Child Health and Developmental Services section requires linking each child with an ongoing source of medical care, a "medical home."**
- **The Family and Community Partnerships area focuses on building respectful relationships with families and strengthening linkages with other agencies in the community.**
- **The Program Design and Management section begins with Program Governance and contains new standards to improve management systems and accountability, the qualifications of staff and the support they receive, and the safety of the facilities and equipment.**

MAKE A DIFFERENCE!

You can make a difference! By joining the Head Start community or by renewing your commitment to Head Start, you can assist in building a program that consistently provides the highest quality services for children and families.

For more information on the Head Start Program Performance Standards or on training and technical assistance available to support implementation of the Program Performance Standards, contact your local Head Start program or the federal office listed on the back of this brochure.

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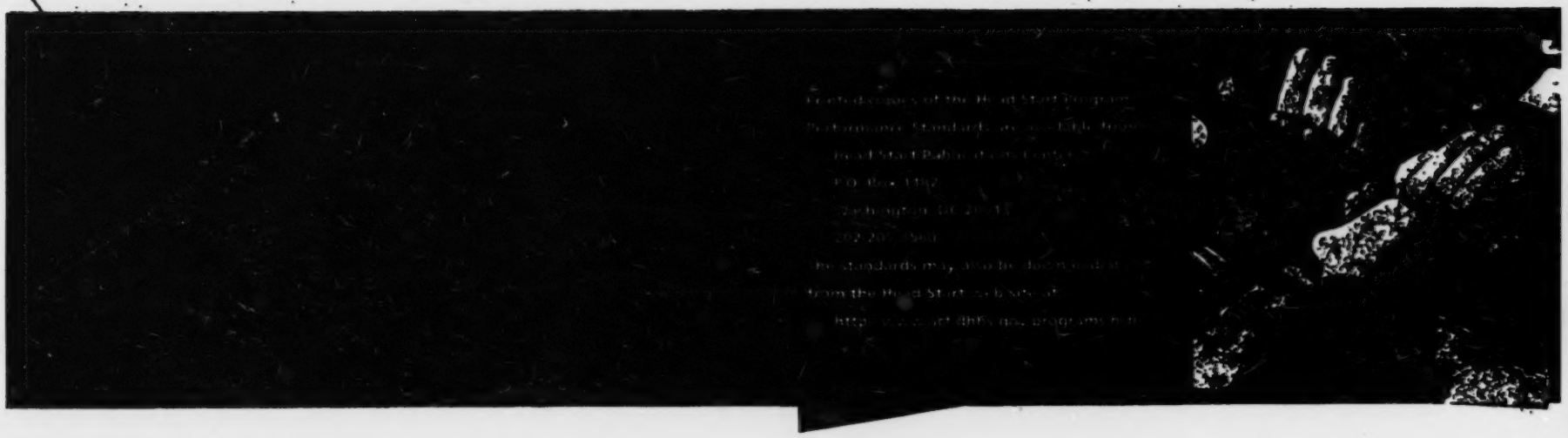

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Head Start Program

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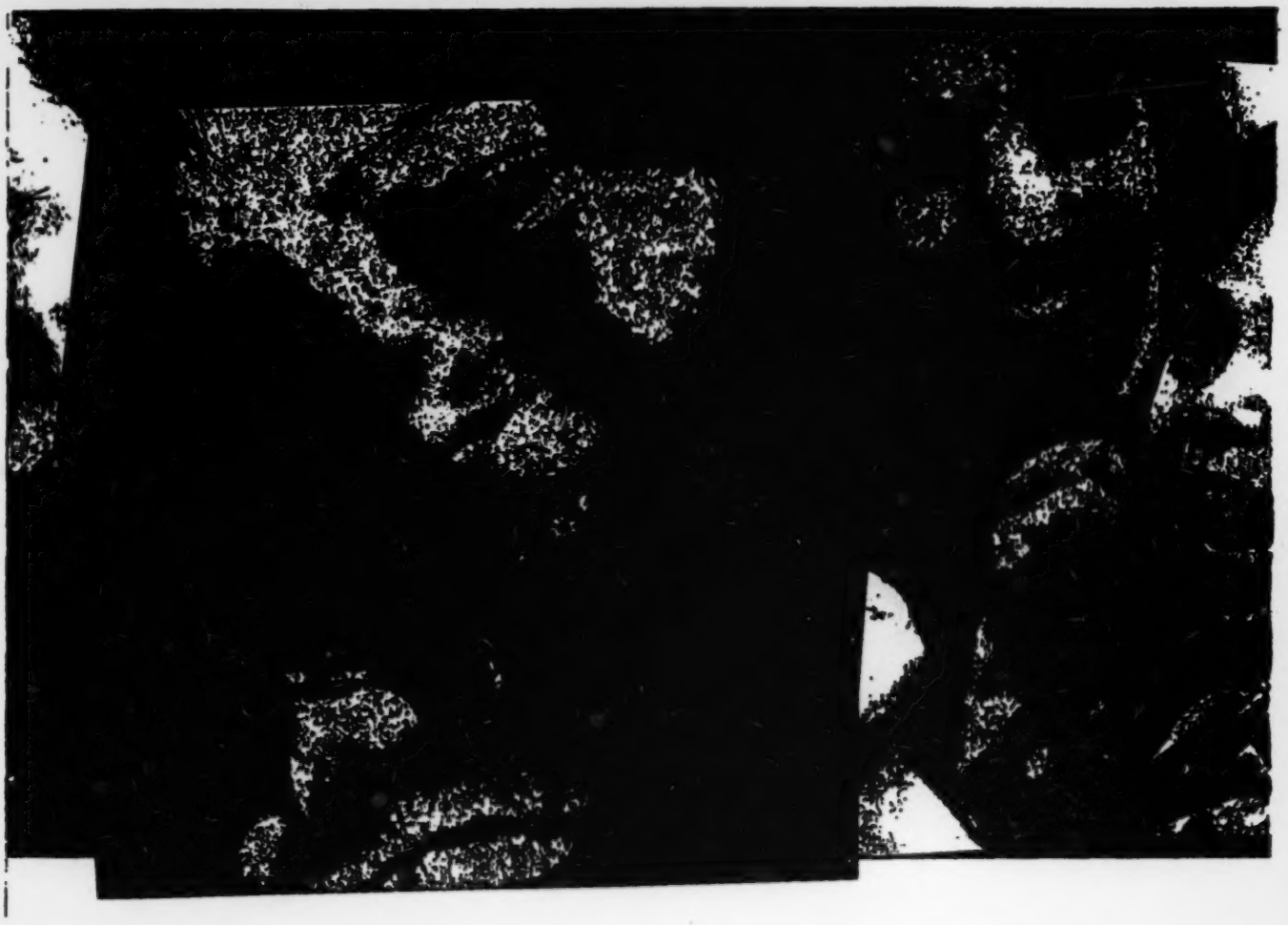
Part 1304–Program Performance Standards for the Operation of Head Start Programs by Grantee and Delegate Agencies

Subpart B–Early Childhood Development and Health Services

1304.20 Child health and developmental services.
1304.21 Education and early childhood development.
1304.22 Child health and safety.
1304.23 Child nutrition.
1304.24 Child mental health.

Subpart C–Family and Community Partnerships

1304.40 Family partnerships.
1304.41 Community partnerships.



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Subpart E–Implementation and Enforcement

1304.60 Deficiencies and quality improvement plans.
1304.61 Noncompliance.

Part 1301–Head Start Grants Administration

Part 1302–Policies and procedures for selection, initial funding, and refunding of Head Start grantees, and for selection of replacement grantees

Part 1303–Appeal procedures for Head Start grantees and current and prospective delegate agencies

Part 1305–Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start

Part 1306–Head Start Staffing Requirements and Program Options

Part 1308–Head Start Program Performance Standards on Services for Children with Disabilities

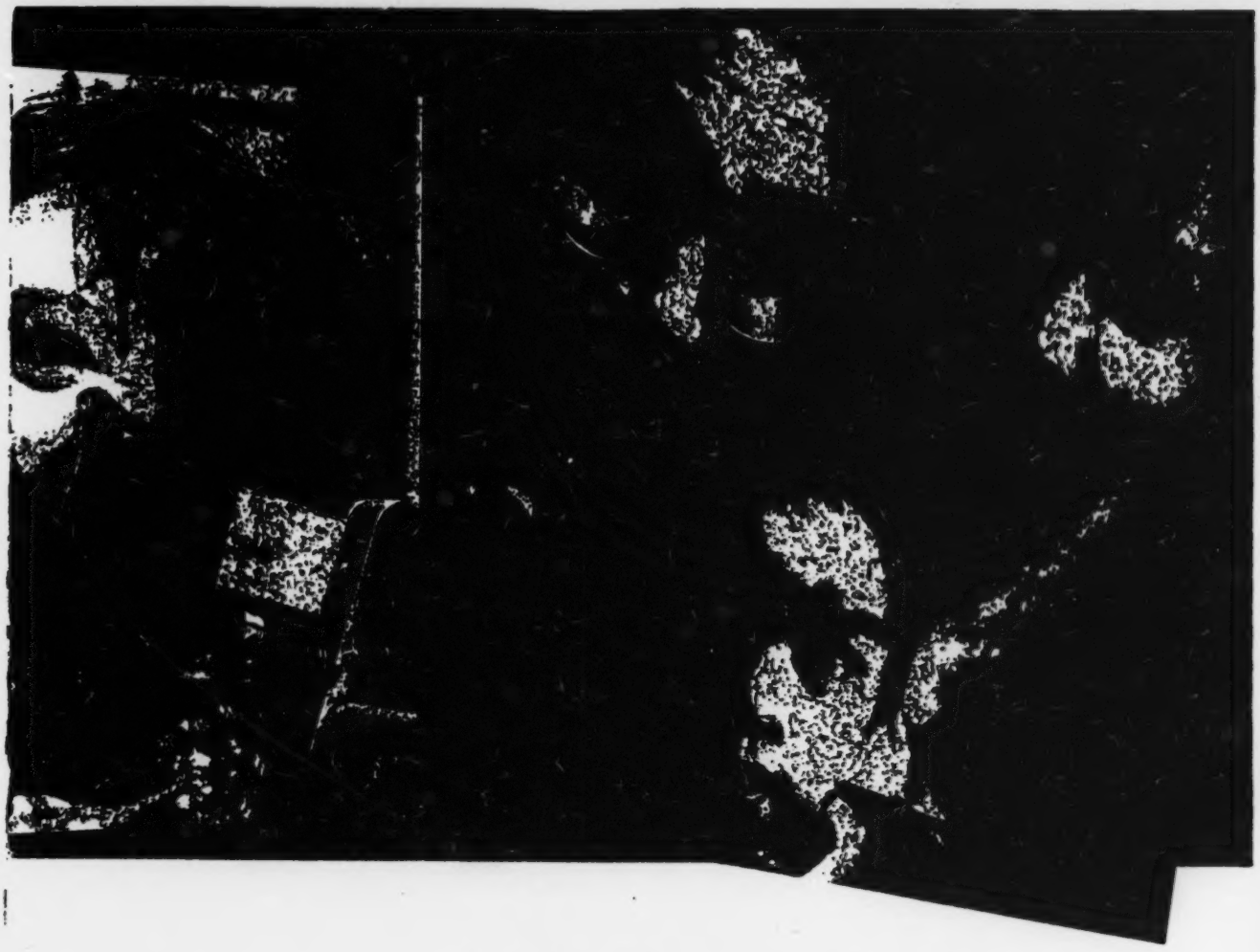
Highlights of the P Performance

EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

- birth to five
- medical home
- screening and assessment
- inclusion
- individualised family service plan
- curriculum
- attachment
- prevention of injuries
- emergency procedures
- nutrition education
- mental health

FAMILY AND COMMUNITY PARTNERSHIPS

- family goal setting
- family strengths
- family literacy
- parents' participation



'ogram Standards

- male involvement
- prenatal and postpartum care
- accessing resources
- community collaborations
- Health Advisory Committee
- transitions

PROGRAM DESIGN AND MANAGEMENT

- program governance
- shared decision making
- Policy Council, Policy Committee, Parent Committee
- program planning
- annual self-assessment
- staff training
- teacher-child ratios
- staff qualifications
- materials, equipment, and facilities

Training Resources for the Implementation of the Head Start Program Performance Standards

Linking Our Voices–A video-based training program for Head Start Policy Councils. (available in English and Spanish.)

Training Guides for the Head Start Learning Community–A series of national training guides for Head Start in the areas of Education, Social Services, Health, Disabilities Services, Parent Involvement, Management, and Transition.

Multimedia Training Package for the Implementation of the Head Start Program Performance Standards–A video, brochure, wall chart, set of transparencies, and user's guide.

Head Start Home Page–
http://www.acf.dhhs.gov/programs/hsb/

Revisit and Renew: Supporting the Implementation of the Head Start Program Performance Standards–Compilation of implementation strategies generated at a meeting of federal staff, local Head Start program staff, parents, and members of the Training and Technical Assistance Network, held in November 1996, in Bethesda, MD.

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The Head Start Program Performance Standards

CFR 45 Part 1304

Set of Transparencies

PS 029791

Overview of the Head Start Program Performance Standards

The Head Start Program Performance Standards have played a central role in the Head Start Program since the 1970s. They provide a comprehensive statement of the requirements that local agencies must meet. In addition, the Head Start Program Performance Standards do the following:

- present mandatory requirements which grantee and delegate agencies must implement to operate a Head Start program;
- define the objectives and characteristics of a quality Head Start program in concrete terms;
- articulate a vision of service delivery to young children and families that has served as a catalyst for program development in the early childhood education field; and
- provide the regulatory structure for the monitoring and enforcement of quality in Head Start programs serving children birth to five years and pregnant women.

Historical Principles

The Program Performance Standards affirm three principles that have guided Head Start services since the program's beginning in 1965:

- ***Comprehensive child development services.*** To develop fully and to achieve social competence, children and their families need a comprehensive, interdisciplinary approach to early childhood development and health services, and family and community partnerships.

- ***Parent involvement.*** Parents are encouraged to become involved in all aspects of the Head Start program, including shared governance in policy and program decisions that respond to their interests and needs. In addition, Head Start programs work in close partnership with parents and other family members to develop and utilize their strengths in order to successfully meet child, personal and family goals.

- ***Community partnerships and community-based services.*** Specific models of service provision flow out of the characteristics of different communities. To fulfill program and community goals, Head Start programs build linkages and collaborations with other service providers and leaders in the community.

Head Start Regulations

Part 1301–	Head Start Grants Administration
Part 1302–	Policies and Procedures for Selection, Initial Funding, and Refunding of Head Start Grantees, and for Selection of Replacement Grantees
Part 1303–	Appeal Procedures for Head Start Grantees and Current or Prospective Delegate Agencies
Part 1304–	Program Performance Standards for Operation of Head Start Programs by Grantees and Delegate Agencies
Part 1305–	Eligibility, Recruitment, Selection, Enrollment, and Attendance in Head Start
Part 1306–	Head Start Staffing Requirements and Program Options
Part 1308–	Head Start Program Performance Standards on Services for Children with Disabilities

PART 1304—
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1304.22 Child health and safety.
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1304.24 Child mental health.

Subpart C—Family and Community Partnerships

1304.40 Family partnerships.
1304.41 Community partnerships.

Subpart D—Program Design and Management

1304.50 Program governance.
1304.51 Management systems and procedures.
1304.52 Human resources management.
1304.53 Facilities, materials, and equipment.

1304.3 Definitions

(a)(1) Assessment

(2) Children with disabilities

(3) Collaboration and collaborative relationships

(4) Contagious

(5) Curriculum

(6) Deficiency

(7) Developmentally appropriate

(8) Early Head Start

(9) Family

(10) Guardian

(11) Health

(12) Home visitor

(13) Individualized Family Service Plan (IFSP)

(14) Minimum requirements

(15) Policy group

(16) Program attendance

(17) Referral

(18) Staff

(19) Teacher

(20) Volunteer

(b) In addition to the definitions in this section, the definitions as set forth in 45 CFR 1301.2, 1302.2, 1303.2, 1305.2, 1306.3, and 1308.3 also apply, as used in this part.

Subpart B—
Early Childhood Development and Health Services

1304.20	Child health and developmental services
1304.21	Education and early childhood development
1304.22	Child health and safety
1304.23	Child nutrition
1304.24	Child mental health

Section 1304.20 Child Health and Developmental Services

Requirements

(a) Determining child health status

(b) Developmental, sensory, and behavioral screening

(c) Extended follow-up and treatment

(d) Ongoing care

(e) Involving parents

(f) Individualization of the program

Section 1304.20
Child Health and Developmental Services

Highlights

- Within 90 days, the program must ensure that:
  - — Each child has an on-going source of health care;
  - — The child is up-to-date on a schedule of well child care;
  - — Further testing is obtained if there is a known/suspected problem;
  - — Follow-up plans are developed and implemented for conditions needing further treatment; and
  - — Procedures to track the provision of health services are established.
- Within 45 days, programs must perform or obtain developmental, sensory and behavioral screenings.
- Programs in operation 90 days or less must complete the above within 30 days of the child's entry into the program.
- Parents are to be involved in all aspects of their child's health care.
- Information from assessments is used to individualize for all children, with special attention to children with disabilities.

Overhead Transparency 9

Section 1304.21
Education and
Early Childhood Development

Requirements

(a) Child development and education approach for all children

(b) Child development and education approach for infants and toddlers

(c) Child development and education approach for preschoolers

Section 1304.21
Education and
Early Childhood Development

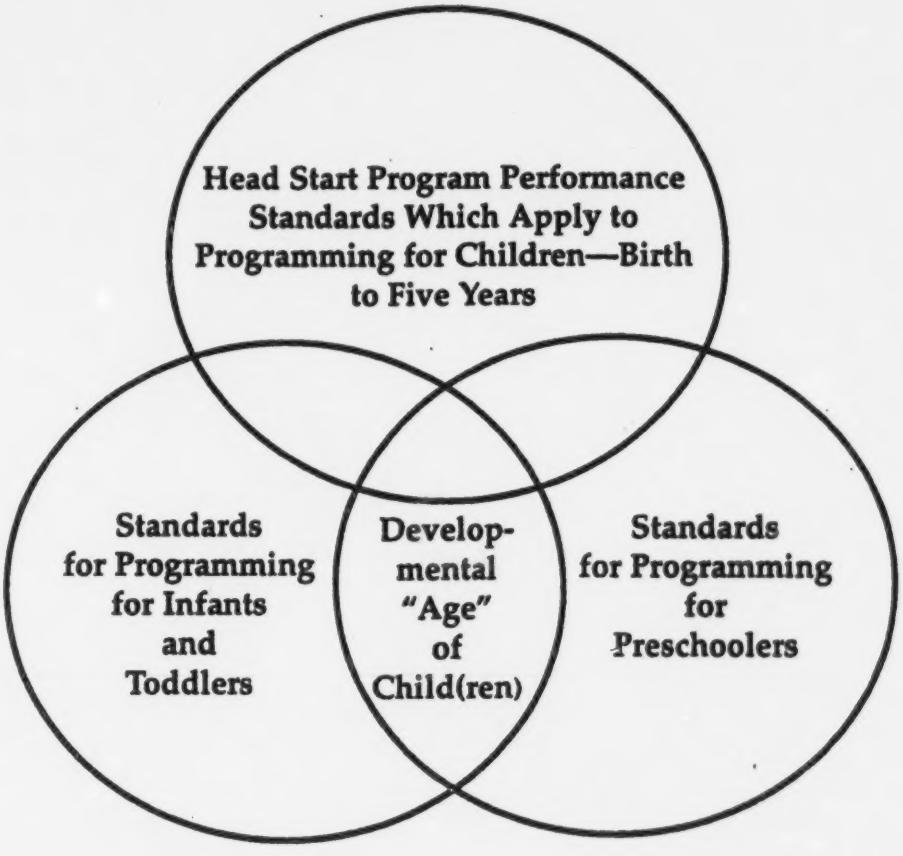
Highlights

- The educational environment is developmentally and linguistically appropriate, encouraging the development of secure relationships between children and staff and supporting children's cognitive, social, emotional, and physical development.

- Parents are involved in the development of the program's curriculum, which integrates all educational aspects of the health, nutrition and mental health services into program activities.

- Parents have opportunities to observe their children and to share their insights with staff in order to help plan their children's learning experiences.

Section 1304.21
Education and Early Childhood Development


Head Start Program Performance Standards Which Apply to Programming for Children—Birth to Five Years
Standards for Programming for Infants and Toddlers
Develop-mental "Age" of Child(ren)
Standards for Programming for Preschoolers

In implementing the standards, a program responds to children's individual rates of development.

This is true both among groups of children and for each child's physical, social, emotional, and cognitive development.

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Definition of Curriculum

CURRICULUM BEGINS WITH A WRITTEN PLAN THAT INCLUDES:

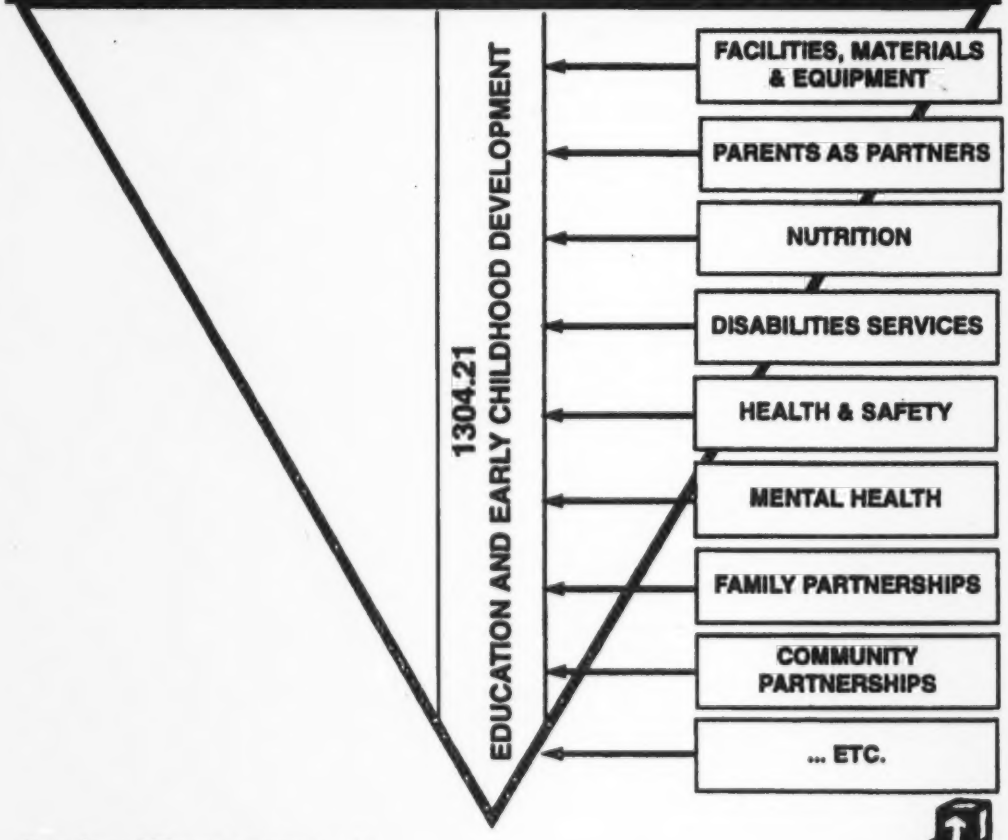
(I) THE GOALS FOR CHILDREN'S DEVELOPMENT AND LEARNING;

(II) THE EXPERIENCES THROUGH WHICH THEY WILL ACHIEVE THESE GOALS;

(III) WHAT STAFF AND PARENTS DO TO HELP CHILDREN ACHIEVE THESE GOALS; AND

(IV) THE MATERIALS NEEDED TO SUPPORT THE IMPLEMENTATION OF THE CURRICULUM.

THE CURRICULUM IS CONSISTENT WITH THE HEAD START PROGRAM PERFORMANCE STANDARDS AND IS BASED ON SOUND CHILD DEVELOPMENT PRINCIPLES ABOUT HOW CHILDREN GROW AND LEARN.



Overhead Transparency 13

Section 1304.22
Child Health and Safety

Requirements

(a) Health emergency procedures

(b) Conditions of short-term exclusion and admittance

(c) Medication administration

(d) Injury prevention

(e) Hygiene

(f) First-aid kits

Section 1304.22
Child Health and Safety

Highlights

- Written policies and procedures establish ways to respond to medical and dental health emergencies; administer, handle, and store medication; and exclude temporarily a child with a short-term injury or contagious illness.

- Sanitation practices include washing hands at required times with soap and water, using gloves when in contact with spills of blood or other bodily fluids, diapering and toileting children safely, and spacing cribs at least three feet apart.

Section 1304.23
Child Nutrition

Requirements

(a) Identification of nutritional needs

(b) Nutritional services

(c) Meal service

(d) Food assistance with nutrition

(e) Food safety and sanitation

Section 1304.23
Child Nutrition

Highlights

- Staff and parents work together to identify each child's nutritional needs.
- Grantees must use funds from USDA Child Nutrition programs to pay for meal services.
- Part-day center-based programs must provide at least 1/3 of the child's daily nutritional needs; full-day programs must provide 2/3 of the child's daily needs.
- Programs provide assistance with nutrition to parents through education.
- Toddlers, preschoolers, classroom staff and volunteers in center-based programs eat together family style.
- Home-based programs provide appropriate snacks and meals to each child during group socialization periods.

Overhead Transparency 17

Section 1304.24
Child Mental Health

Requirements

(a) Mental health services which:

- are carried out in collaboration with parents;
- are supported by the services of a mental health professional; and
- include a regular schedule of on-site mental health consultation between mental health professional, parents, and staff.

Section 1304.24
Child Mental Health

Highlights

- Parents, staff, and on-site mental health consultants work to identify and design interventions that promote children's mental wellness, provide assistance for children with atypical behavior, and support parents' participation in any interventions.

- Mental health services must be provided on a schedule that assures timely and effective identification and intervention to address family and staff concerns about children's mental health.

- Regularly scheduled mental health services must include on-site consultations among the mental health professional, program staff, and parents.

Subpart C—
Family and Community Partnerships

1304.40
Family Partnerships

1304.41
Community Partnerships

Overhead Transparency 20

Section 1304.40
Family Partnerships

Requirements

(a) Family goal setting

(b) Accessing community services and resources

(c) Services to pregnant women who are enrolled in programs serving pregnant women, infants, and toddlers

(d) Parent involvement—General

(e) Parent involvement in child development and education

(f) Parent involvement in health, nutrition, and mental health education

(g) Parent involvement in community advocacy

(h) Parent involvement in transition activities

(i) Parent involvement in home visits

Section 1304.40
Family Partnerships
Overview

Family partnerships evolve through the building of trusting, respectful, and supportive relationships between staff and families in the Head Start community. The family partnership agreement is an individualized, strengths-based, family-driven, and staff-supported **process**. While each family will determine the exact nature of its family partnership agreement, the agreement should include timetables, strategies, and responsibilities. Some elements which might be included in a family partnership agreement are:

- identifying and reinforcing family strengths and supports;
- supporting families as they identify and work to achieve their goals;
- assisting parents in being their child's advocate;

(continued)

Section 1304.40
Family Partnerships
Overview (continued)

- exploring and supporting a family's growth and development;
- complementing pre-existing family plans;
- offering opportunities for families to enhance their skills;
- facilitating family access to services and resources in the community; and
- providing emergency and/or crisis assistance.

Section 1304.40
Family Partnerships

Highlights

- Each family is encouraged to participate in the family partnership agreement process which includes opportunities for: setting family goals; identifying strengths and necessary services and supports; and describing the roles that staff and families will play in addressing the goals.

- Parents have opportunities to enhance their parenting skills, knowledge and understanding of the developmental needs of their children; to participate in medical, dental, nutrition, and mental health education programs; and to participate in family literacy services, either provided by Head Start directly or through referrals to other local agencies.

- Pregnant women in Early Head Start programs can access, through referrals, a system of comprehensive prenatal and postpartum care, prenatal education, and information on the benefits of breast feeding.

- Head Start programs support parents' role as their children's advocates by: organizing staff-parent meetings to discuss their children's progress; and providing education and training to parents so that they can gain skills to exercise their rights and responsibilities and to communicate with school personnel.

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Section 1304.41
Community Partnerships

Requirements

(a) Partnerships

(b) Advisory committees

(c) Transition services

Section 1304.41
Community Partnerships

Highlights

- Ongoing collaborations with community organizations promote the access of children and families to community services that are responsive to their interests and needs.

- A Health Services Advisory Committee is required and other advisory committees deemed appropriate or necessary may be established.

- Children and families are supported to make successful transitions from home into Early Head Start or Head Start, and into child care, elementary school or other settings.

Subpart D—
Program Design and Management

1304.50
Program Governance

1304.51
Management Systems and Procedures

1304.52
Human Resources Management

1304.53
Facilities, Materials, and Equipment

Section 1304.50
Program Governance

Requirements

(a) Policy Council, Policy Committee, and Parent Committee structure

(b) Policy group composition and formation

(c) Policy group responsibilities—general

(d) The Policy Council or Policy Committee

(e) Parent Committee

(f) Policy Council, Policy Committee, and Parent Committee reimbursement

(g) Governing body responsibilities

(h) Internal dispute resolution

Section 1304.50
Program Governance

Highlights

- Parents participate in establishing policy and shared decision-making through Policy Councils, Policy Committees, and/or Parent Committees.

- Policy Council and Policy Committee membership is at least 51 percent parents of currently enrolled children.

- All parents are members of the Parent Committee.

(continued)

Section 1304.50
Program Governance (continued)

- Policy Councils work with management staff and the governing body to develop, review, and approve or disapprove:
  - — funding applications;
  - — procedures for shared decision-making about long- and short-range program planning;
  - — the composition of the policy groups and their selection procedures;
  - — the annual and on-going self-assessment process;
  - — criteria for recruitment and enrollment;
  - — personnel policies; and
  - — decisions for hiring or terminating staff.
- Parent Committee(s) advise staff and policy groups in developing and implementing policies, activities, and service plans.
- Parent Committee(s) also plan, conduct and participate in programs and activities for parents and staff.

Section 1304.51
Management Systems and Procedures

Requirements

(a) Program planning

(b) Communications—general

(c) Communication with families

(d) Communication with governing bodies and policy groups

(e) Communication among staff

(f) Communication with delegate agencies

(g) Record-keeping systems

(h) Reporting systems

(i) Program self-assessment and monitoring

Section 1304.51
Management Systems and Procedures

Highlights

- A systematic, ongoing process for program planning.
- Communication systems:
  - — among staff;
  - — with families;
  - — with governing bodies and policy groups; and
  - — with delegate agencies.
- Effective record keeping and reporting systems.
- Ongoing program monitoring.
- An annual self-assessment of the program's effectiveness in implementing Federal regulations and meeting its goals and objectives.

Section 1304.40
Management Systems and Procedures

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Overhead Transparency 33

Section 1304.52
Human Resources Management

Requirements

(a) Organizational structure

(b) Staff qualifications—general

(c) Early Head Start or Head Start Director qualifications

(d) Qualifications of content area experts

(e) Home visitor qualifications

(f) Infant and toddler staff qualifications

(g) Classroom staffing and home visitors

(h) Standards of conduct

(i) Staff performance appraisals

(j) Staff and volunteer health

(k) Training and development

Section 1304.52
Human Resources Management

Highlights

- Organizational structure supports program objectives and assigns management functions for:
  - — health services;
  - — education and early childhood development;
  - — family and community partnerships; and
  - — program management.

- Staff and consultants have the knowledge, skills, and experience needed to perform their functions as content area experts.

- Staff and consultants are competent and meet education and/or certification requirements.

(continued)

Section 1304.52
Human Resources Management (continued)

- A structured and on-going approach to staff training and development is implemented.
- Appropriate training is provided for Early Head Start and Head Start Policy Council and Policy Committee members.
- To ensure the safety and foster the development of children, child staff ratios are maintained, constant supervision provided, and staff communicate with children and families in their home languages.
- Staff must be knowledgeable of and follow standards of conduct.
- Agencies ensure that staff and volunteers are healthy.

Section 1304.53
Facilities, Materials, and Equipment

Requirements

(a) Head Start physical environment and facilities

(b) Head Start equipment, toys, materials, and furniture

Section 1304.53
Facilities, Materials, and Equipment

Highlights

- The physical environment and facilities:
  - — are appropriate to the developmental levels of the children served and foster learning;
  - — include sufficient, appropriate, safe, and organized space, equipment, toys, and furniture that will stimulate children's curiosity and facilitate their development; and
  - — support the cultural and ethnic backgrounds of the enrolled children and families.

- Space is licensed (where applicable) and maintained to ensure the safety of children, families, and staff.